Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Children with Medical Needs who Cannot Attend School Policy

Date agreed: March 2025
Date of next review: March 2026

Vision and Values

At Ashfield Junior School, we believe that positive learning behaviour is essential for children to learn effectively. We have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Everything we do at Ashfield Junior School is underpinned by our vision, *Inspiring children to dream big, be extraordinary and to change the world.* This vision is further reinforced by the school's 4 core values of respect, resilience, kindness and cooperation. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have the right to teach.

1. Aims

This policy aims to ensure that:

Suitable education is arranged for pupils on roll who cannot attend school due to health needs

Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority.

2. Legislation and guidance

This policy reflects the requirements of the Education Act 1996.

It also based on guidance provided by our local authority. **https://thegrid.org.uk/assets/cs0537-la-support-for-children-young-people-unable-to-attend-school-medical-conditions-sep2021.pdf**

3. Linked Policies

This policy to be read in conjunction with the Ashfield Equality Scheme Policy, Marking and Feedback Policy, Teaching & Learning Policy, SEND Policy, Supporting Children with Medical Needs Policy

4. The responsibilities of the school

Attendance

It is our responsibility to monitor pupil attendance and to mark registers so that they show if a pupil is, or ought to be, receiving education otherwise than at school by using the recording key agreed with HCC Attendance service. Our attendance monitoring processes will flag up cumulative school non-attendance and what actions are to be taken. This would include liaising with HCC Attendance Service for advice and guidance.

Medical Support

A member of staff will liaise with the child, parent and any relevant outside agencies to produce an individual care plan for use when the child is at school.

Academic Work

Within 5 days of a medical absence or in advance if the absence period is planned, a member with SLT will contact the parents to outline strategies to support the child, including frequency and type of work set and how it will be marked and returned. The frequency and type of work set will vary according to the age and needs of the child.

If a child is medically absent for a period of longer than 5 days but well enough to complete work at home, then the school will provide work via a hardcopy of work or online. The provision of work and materials for the child will link with the broad and balanced curriculum that the school provides in the relevant year group. Work will be

marked every 48 hours and feedback provided on work handed in. Work set will be in response to work already completed so that challenging tasks may be set to ensure the child continues to make progress. In some instances, it may be agreed that a member of staff meets with the child either virtually or in person to support learning.

Reintegration

A named member of SLT will act as the single point of contact to aid communication with other parties, to attend reintegration meetings and keep in contact with the pupil. Liaison with the child will feed into decisions made around work set in order to take account of pupil voice. All children returning to school will have a reintegration meeting where all care needs can be discussed and agreed. This may include a part time timetable.

Referrals

If the absence is due to be prolonged then the school will make a referral to the HCC ESMA Teaching Service. The referral must include current medical evidence from a health professional supporting the pupil and termly medical updates should be provided to continue the ESMA Teaching Service support. Schools should liaise with the ESMA Teaching Service to collaboratively draw a support plan for pupils who are likely to be at home/in hospital for more than 15 consecutive school days, or more whether consecutive or cumulative.

4.2 If the local authority makes arrangements

If the school cannot make suitable arrangements, Hertfordshire will become responsible for arranging suitable education for these children.

Hertfordshire County Council responsibilities

The statutory guidance states that 'where a child cannot attend school because of health problems, and would not otherwise receive a suitable full-time education, the LA is responsible for arranging provision.' These regulations can be found in the government document: Education for children with health needs who cannot attend school, published by the DfE (January 2013), found here.

The Educational Support for Medical Absence (ESMA) is an educational teaching service for children with medical needs, which sits within Access and Inclusion, part of the Integrated Services for Learning (ISL) portfolio within Children's Services. ISL is a multidisciplinary service comprising of SEND Specialist Advice and Support services, Access & Inclusion Services, Educational Psychologists and SEND statutory services.

The ESMA Teaching Service complements the teaching offer by Hertfordshire schools for pupils who are temporarily unable to attend their school, due to the impact of their medical condition.

HCC responsibilities:

• to have a named officer with responsibility for the provision of education for pupils unable to attend school due to medical needs. Mrs Sue Bramley, ESMA Teaching Service Lead Teacher, is the designated officer.

• to provide educational support for pupils with documented medical needs unable to attend school for more than 15 school days or more, whether consecutive or cumulative. the ESMA Teaching Service complements the educational support provided by schools, in the core subjects (English, Maths and Science) and works together with the school to ensure access to the wider curriculum.

In cases where the local authority makes arrangements, the school will:

Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil

Share information with the local authority and relevant health services as required

Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully

When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school.
- Consider whether any reasonable adjustments need to be made

5. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.